

**THE ANALYSIS OF READABILITY LEVEL OF TEXTS  
“ENGLISH ON SKY 2” (KURIKULUM 2013 REVISI)  
PUBLISHED BY ERLANGGA**

**An Undergraduate Thesis  
Submitted as a Partial Fulfillment of the Requirements for S1 Degree**

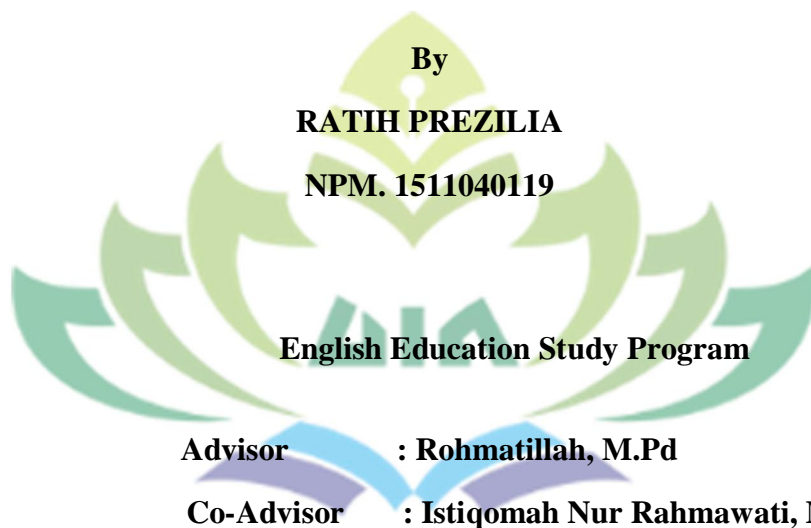
**By  
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NPM. 1511040119**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2020**

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2020**

**ABSTRACT**  
**THE ANALYSIS OF READABILITY LEVEL OF TEXTS**  
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**By**  
**RATIH PREZILIA**

The title of this study “The Analysis of Readability Level of Texts English on Sky 2 Kurikulum 2013 Revisi for the Eighth Grade Students of SMP N 3 Pringsewu Published by Erlangga” is taken because predicting readability level of reading texts can help the teachers to match the texts with students grade. The appropriate reading text is expected to ease the students in comprehending the material.

The purpose of this study is to know the readability level of reading texts in English language textbooks used by the eighth grade student in the academic year of 2019/2020. This research used descriptive qualitative research. The reading texts were taken from English language textbooks “English on sky 2 Kurikulum 2013 Revisi” for Eighth Grade Student of Junior High School Published by Erlangga. Twelve reading texts are selected as research population. All of selected texts were analyzed using Flesch Reading Ease formula.

The Flesch Reading Ease Formula show the texts are easy with score 33,3%. It means that the reading texts are too easy for eighth grade students. However, the questionnaire found that the reading texts in “English on Sky 2 Kurikulum 2013 Revisi” are difficult to read by the respondents. In short, the result between Flesch Reading Ease Formula calculation is different with student’s opinion as the book user. Therefore, the teacher should give more guidance in reading session.

**Keyword:** *Flesch Reading Ease, Readability, Reading text, Textbook.*





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## DEDICATION

Praises and gratitude to Allah SWT the Almighty for His abundant blessing for me. From the deepest place of my heart, this undergraduate thesis is dedicated to everyone who cares and loves me. I sincerely dedicate this undergraduate thesis to :

1. My dearly loved father, Mr. Fathullah and mother, Mrs. Rosiah who have bestowed me with loves and affections and tirelessly prayed and supported for my success and advice me all the time.
2. My dearly loved aunt, Khodijah, S.Pd and my dearly loved brothers, Nasruddin, SE, Deswanto, SE, and my dearly loved sisters, Wardati, and Renita who always care for my study and motivate me to succeed.
3. My dearly loved almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“Verily, with the hardship, there is relief.”<sup>1</sup> (QS. *AL-Inshirah*: 6)



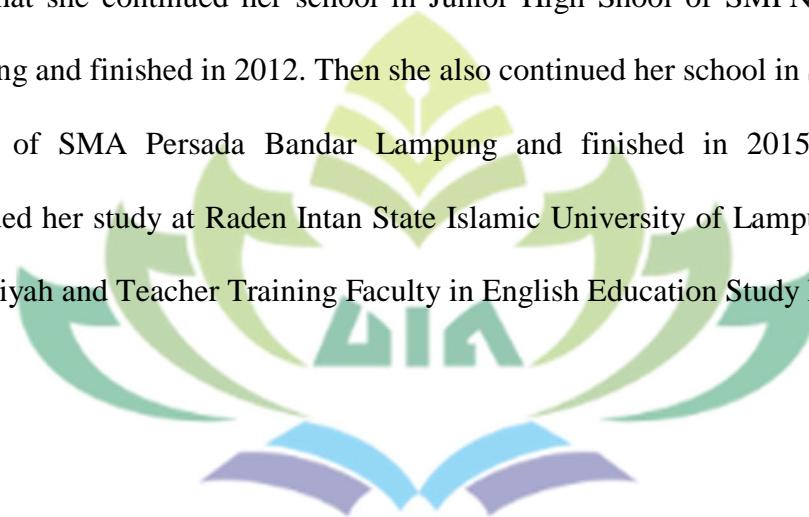
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<sup>1</sup>Team Translator Al-Hikmah, *Al-Qur'an dan Terjemahnya* (Bandung: Diponegoro, 2008), p. 596

## **CURRICULUM VITAE**

The name of the researcher is Ratih Prezilia. She was born on March 7<sup>th</sup> 1997 in Curup Guruh, She is the youngest children of a happy Moslem couple, Mr. Fathullah and Mrs. Rosiah. She has two brothers and sisters.

In her academic background, the researcher accomplished her formal education at Elementary School of SDN 01 Curup Guruh and finished in 2009. After that she continued her school in Junior High Shool of SMPN 14 Bandar Lampung and finished in 2012. Then she also continued her school in Senior High School of SMA Persada Bandar Lampung and finished in 2015. Then she continued her study at Raden Intan State Islamic University of Lampung in 2015 in Tarbiyah and Teacher Training Faculty in English Education Study Program.





## ACKNOWLEDGEMENT

*Assalamu'alaikum Wr. Wb*

In the name of Allah, the Most Gracious and the Most Merciful.

*Alhamdulillahirabbil'alamin*, all praises and thanks to Allah SWT who is the Lord of the universe for blessing, love, faith, health, and mercy to the researcher through all processes in her life including finishing this undergraduate thesis. May peace and salutation also be upon to our prophet Muhammad SAW who has brought and guided us from the darkness and to the lightness.

This undergraduate thesis entitled “The Analysis of Readability Level of Texts “English on Sky 2” (Kurikulum 2013 Revisi) Published by Erlangga” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Nirva Diana, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training and her staff who have given an opportunity and the help for the researcher when on going the study until the accomplishment of this thesis.

2. Meisuri, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd as the advisor who has patiently guided and directed the researcher until the completion of this thesis.
4. Istiqomah Nur Rahmawati, M.Pd as the co – advisor who has guided the researcher a lot until the finishing of this thesis.
5. All lecturers of English Department of Tarbiyah and Teacher Training Faculty who have taught the researcher since the first of her study.
6. Eko Meidi, S.Pd as the headmaster of SMP N 3 Pringsewu, Slamet Bowo, S.Pd as the English Teacher, all administration staff and the eighth grade students of SMP N 3 Pringsewu for allowing her to carried out the research in their situation.
7. The researcher's friend during PPL at SMP Negeri 20 Bandar Lampung and KKN 53 at Panca Tunggal, Merbau Mataram.
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9. The researcher's beloved friends: Shanti Oktavia, Mia Chairunnisa, Alfiani Faza Pujowati thanks for your friendship, your help and motivation given to researcher.

May Allah SWT bless them for all of what they have done.

Finally, the researcher is fully realizes that this thesis may contain some weaknesses. Therefore, any correction, comments, and criticisms for this final project are always open-heartedly welcome

*Wassalamu'alaikum Wr.Wb*

Bandar Lampung, September 9<sup>th</sup> 2020  
The Researcher,

**Ratih Prezilia**  
NPM. 1511040119





## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>iii</b>
<b>APPROVAL .....</b>	<b>iv</b>
<b>DECLARATION .....</b>	<b>v</b>
<b>DEDICATION .....</b>	<b>vi</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>CURRICULUM VITAE .....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENT .....</b>	<b>xi</b>
<b>LIST OF TABLE .....</b>	<b>xiv</b>
<b>LIST OF FIGURE .....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>
 <b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of Problem.....	9
C. Limitation of the Problem .....	9
D. Formulation of the Problem .....	9
E. Objective of the Research.....	10
F. Significances of the Research .....	10
G. Scope of the Research .....	12
 <b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Reading .....	13
1. Definition of Reading.....	13
2. Reading Comprehension .....	14
B. Text .....	16
1. Definition of Text .....	16
2. Type of Text .....	17

C. Textbook.....	20
1. Definition of Textbook .....	20
2. The Concept of Textbook .....	22
3. The Role of Textbook .....	22
4. The Advantages of Textbook.....	23
5. The Disadvantages of Textbook.....	25
D. Curriculum 2013 .....	25
1. Structure of 2013 Curriculum .....	25
a. Core Competencies.....	27
b. Learning Expenses .....	27
c. Basic Competencies .....	28
E. Readability .....	29
1. Definition of Readability .....	29
2. Readability Factors .....	30
3. Methods in Readability Assessment .....	32
4. Readability Formula.....	32
a. Flesch Reading Ease Formula .....	33
b. Flesch Kincaid Grade Level Formula .....	35
c. SMOG Formula.....	36
d. Fry Readability Graph.....	37
e. Cloze Test.....	38
<b>CHAPTER III RESEARCH METHOD</b>	
A. Research Design .....	40
B. Research Setting .....	41
C. Research Subject .....	41
D. Research Procedures .....	41
E. Source of Data .....	42
F. Data Collecting Technique .....	42
G. Instrument of the Research.....	44
H. Data Analysis .....	50
I. Trustworthiness.....	51
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION</b>	
A. Research Finding.....	54
B. Textbook description.....	54
C. Discussion .....	67

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	72
B. Suggestion .....	72

<b>REFERENCES .....</b>	<b>74</b>
-------------------------	-----------

<b>APPENDICES .....</b>	<b>77</b>
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## LIST OF TABLES

	<b>Page</b>
Table 1 Score of Students' Reading at the Eighth Grade .....	5
Table 2 Reading Ease Scale of Flesch Formula.....	35
Table 3 SMOG Conversion Table .....	37
Table 4 Cloze Procedure Test Score .....	39
Table 5 Calculation of sentences Words and Syllable .....	55
Table 6 The result of ASL and ASW .....	56
Table 7 The result of Reading Ease Scale of Flesch Formula .....	67



## LIST OF FIGURE

	Page
Figure 1 Analysis Readability Level .....	46
Figure 2 Analysis Readability Level.....	47
Figure 3 Analysis Readability Level.....	48
Figure 4 Analysis Readability Level.....	49
Figure 5 Analysis Readability Level.....	50



## LIST OF APPENDICES

	<b>Page</b>
Appendic 1 Students reading scores .....	78
Appendic 2 The result of teacher' interview .....	86
Appendic 3 Questionnaire for student in preliminary research .....	89
Appendic 4 The result of students' questionnaire.....	92
Appendic 5 Reading texts .....	94
Appendic 6 Reading ease scale of flesch formula .....	102
Appendic 7 The calculation of ASL and ASW .....	103
Appendic 8 Flesch reading ease .....	106
Appendic 9 Syllabus .....	109





## CHAPTER I INTRODUCTION

### A. Background of the Problem

Curriculum had to be implemented in line with need analysis to maintain learning and teaching process. As stated by Richard, educational program should be based on analysis of learners' needs as one of fundamental assumption of curriculum development.<sup>2</sup> It focused on determining knowledge, skill, and value that learned by students in school. The students had to be provided with learning experience, teaching and learning process in school or educational program that are required in the curriculum.

The government of Indonesia had arranged curriculum used in teaching and learning process at school. There were some curricula that had been implemented. They were *Competency-based Curriculum* (Kurikulum Berbasis Kompetensi/KBK), *School-based Curriculum* (Kurikulum Tingkat Satuan Pendidikan/KTSP), and *2013 Curriculum* (Kurikulum 2013). Nowadays, the *Curriculum 2013* is a curriculum used by most of schools in Indonesia.

In teaching and learning which 2013 curriculum used, there are kinds of media instruction in teaching learning process such as textbook, PowerPoint presentation, video, etc. Textbook is one of media instruction

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<sup>2</sup>Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 51.

used in many schools and facilitating sequences of learning activities. According to Yulianti, a textbook is an instructional material that consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.<sup>3</sup> In addition, there are four skills that should be integrated in the textbook based on 2013 curriculum and one of them is reading skill. By reading, the students can develop their ability and understand the reading material. It means that textbook was a book organized in written form that contains materials of each subject.

Reading is one of English skill that is very important. Reading activity requires contraption to comprehend each sentence. According to Harmer, reading is an incredibly active occupation.<sup>4</sup> In other words, reading is receptive skill. When we read, we receive some information from text. Reading is one of the skills that must be achieved by students in English learning.

Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. On the other hand, reading ability will be best developed in four skills such as writing, listening, and speaking activity.<sup>5</sup> From these four skills, reading has an important portion in teaching and learning process.

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<sup>3</sup>Reinildis & Suhermanto, Content Analysis on The English Textbook Entitled “English in Mind Starter (Student’s Book)”, Unpublished Journal of Linguistics State University of Malang, p.1

<sup>4</sup>Jeremy Harmer, *How to Teach English*, (Britain Pearson: Longman 2007), p.99

<sup>5</sup>H. Douglas Brown, *Principles of Language Learning and Teaching 5th Edition* (San Fransisco:Longman, 2007), p.7

Reading is one of the skills that are highly associated the reader to the textbook because it was one of the receptive skills. One of the methods to help the teacher choosing appropriate reading material for the students was by considering and analyzing the readability of reading material found in the textbook. According to Anne, English language learners require special considerations because English language text might contain unfamiliar words or difficult academic vocabulary.<sup>6</sup> The reading text (provided) in the textbook should be suitable with student's level.

Readability is what makes some texts easier to read than others. Readability is a term used to determine the ease with which people read and understand a particular text.<sup>7</sup> Readability is influenced complex factors because involves reader interest, typical of text, levels of reader, easy word, the short of sentences and simple grammatical. Readability may help the learners comprehend how much of the idea and the language presented in the text. This condition could be a success parameter in the reading activity. By analyzing the readability level of the texts, the teacher can predict whether the text is difficult, plain or easy for his students, actually, there are some ways measuring the readability level of the text.

Based on preliminary research on 9 December 2019 done by researcher at eighth grade at SMP N 3 Pringsewu. In the preliminary research, the data was taken by interviewing to the English Teacher

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<sup>6</sup>Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts* (New York: The Guildford Press, 2008), p.4

<sup>7</sup>*Ibid.*



namely Mr Slamet Bowo<sup>8</sup> and by distributing questionnaire for students and the data of reading comprehension score was collected as well.

Based on interview with the English Teacher at SMP N 3 Pringsewu, Mr Slamet Bowo. The researcher asked about the textbook used in his class. He usually used textbook entitled “English on Sky 2” Kurikulum 2013 Revisi. He said that the students faced some difficulties in comprehending some reading texts in the textbook and the reading texts on the textbook are difficult to be understood by students. Then, some texts are too long, so they felt bored to read it. They often have difficulty in understanding vocabulary and difficulty in fluency in English reading text. Not only interview with the English teacher but also the researcher uses questionnaire. In the questionnaire, there are ten questions, these problem among others: (1) students said that they did not like study English subject. They thought English was very hard to be learnt because sometimes they cannot understand what the teacher said when using English in the classroom; (2) the result form questionnaire above was some students still get difficulties to comprehend reading text.

Related to preliminary research, the researcher found that some students have low score in reading. The students’ score can be seen in Table 1.1

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<sup>8</sup>*Interview to Slamet Bowo, The English Teacher of the Eighth Grade, SMPN 3 Pringsewu, Unpublished*

**Table 1**  
**Percentage of Students' Reading Scores at Eighth Grade of**  
**Junior High School 3 Pringsewu in Academic Year of 2019/2020**

No	Classes	Students' Score		Number of Students
		<74	≥74	
1	VIII 1	22	13	35
2	VIII 2	23	11	34
3	VIII 3	25	9	34
4	VIII 4	22	10	32
5	VIII 5	22	8	30
6	VIII 6	24	7	31
7	VIII 7	22	9	31
8	VIII 8	22	6	28
<b>Total</b>		<b>182</b>	<b>73</b>	<b>255</b>
<b>Percentage</b>		<b>71%</b>	<b>29%</b>	<b>100%</b>

*Source : The data of English teacher of SMP N 3 Pringsewu*

Based on the data obtained, from 255 students, only 73 (29%) of students that qualify from the KKM (Kriteria Minimum Materi) score were able to get score above the criteria and 182 (71%) of students that qualify from the KKM (Kriteria Minimum Mastery) score got under criteria. It means that many students have low reading score in learning process. There were many reasons why their reading skill is poor based on the data from interview with English Teacher and questionnaire spread to students. Several previous researches are relevant to this research as follow:

To conduct this study, the researcher took several other studies. The first is from Kurnia, 2011 discussed about "The Readability level of reading text in English textbook entitled "Linked to the World 1 English for Senior High School Grade X" first and second semester published by Yudhistira". This previous study has similar problem, that is whether the text of the textbook used by the students is appropriate in readability level

with their grade or not. In addition, she used Flesch Reading Ease formula to analyze data. The result of this study shows that from six texts analyzed in the textbook there are two texts categorized into fairly easy with Reading Ease Score 78.05 and 76.84. One text categorized into standard with Reading Ease Score 66.22, two texts categorized difficult with Reading Ease Score 35.01 and 36.64, one texts categorized into fairly difficult with Reading Ease Score 57.84, and one text categorized into very difficult with Reading Ease Score 16.85. Based on the result above only two texts is suitable for the tenth grade students of senior high school.<sup>9</sup>

The second one is Afrizal, 2011 with his research entitled “The Readability of Reading Passages in English Textbook of “Contextual Learning” Published by Grafindo Media Pratama: A Case Study at the Eleventh Grade of SMA Negeri 9 Tangerang Selatan in the Academic Year of 2011/2012”. He used the descriptive analysis method to explain, describe, and measure the readability level of the reading texts by the students. The instruments of his study are the Flesch Reading Ease Formula and the Cloze Test Procedure. Based on the result of the Cloze Test Procedure from five reading texts are: text 1 is 60%. Text 2 is 50.85%, text 3 is 71.83%, text 4 is 49.50%, and the text 5 is 49.33%. So, the researcher concluded that the students can understand the texts and the

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<sup>9</sup>Ajeng kurnia, *The Readability level of reading text in English textbook entitled “Linked to the World 1 English for Senior High School Grade X”* first and second semester unpublished by Yudhistira,(UIN Syarif Hidayatullah, Jakarta: 2011) Available on <http://digilib.uinsby.ac.id/id/eprint/21329>

level readability is instructional level because the Cloze Test scores are below 60%.<sup>10</sup>

The third is Hidayat, 2015 with his research entitled “The Readability Level of Reading Texts in the English Textbook Entitled “Bahasa Inggris SMA/MA/MAK” For Grade XI Semester 1 Published by the Ministry of Education and Culture of Indonesia”. This previous research also has similar problem with the first previous research, that is whether the text of the textbook used by the students is appropriate in readability level with their grade or not. Moreover, this study was qualitative descriptive and the writer used Flesch Reading Ease formula to find out the readability of reading text in the textbook. There are five reading texts in the textbook. The results of this study are one text in Easy level, Reading Ease Score 82.94, two texts in Fairly Easy level, Reading Ease Score 71.06 and 76.48, one text in Standard level, Reading Ease Score 61.83 and one text in Fairly Difficult Reading Ease Score 54.70. There is only one text appropriate with grade level.<sup>11</sup>

Related to previous researches have been mentioned, there is a similarity in topic such as an analysis of readability level of reading text.

Besides, the differentiations between the previous researches with the

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<sup>10</sup>Afrizal, *The Readability of Reading Passages in English Textbook of “Contextual Learning” Unpublished by Grafindo Media Pratama: A Case Study at the Eleventh Grade of SMA Negeri 9 Tangerang Selatan*(UIN Syarif Hidayatullah, Jakarta: 2011) Available on <http://digilib.uinsby.ac.id/id/eprint/21324>

<sup>11</sup>Hidayat, *The Readability Level of Reading Texts in the English Textbook Entitled “Bahasa Inggris SMA/MA/MAK” For Grade XI Semester 1 Unpublished by the Ministry of Education and Culture of Indonesia* (IAIN Palangkaraya; 2015) Available on <http://digilib.iain-palangkaraya.ac.id/id/eprint/265>

current research are the use of the textbook and the technique being analyzed. In the previous researches, the textbook that were used from Yudhistira, Grafindo Media Pratama and Ministry of Education and Culture of Indonesia. Meanwhile in this research, the researcher chose English textbook published by Erlangga. Then, the technique analyzed from the previous researches used Flesch Reading Ease Formula and Cloze Test Procedure. Meanwhile in this research, the researcher will use Flesch Reading Ease Formula. In addition, the researcher concludes that related to the previous researches the reading texts in the textbook that is used for teaching and learning process sometimes are not suitable for the students' level. Therefore, the teachers should be aware before giving the reading material and make sure it is readable or not for students.

According to the background above, the researcher wanted to know whether the text of the textbook used by the eighth grade students of SMP N 3 Pringsewu is appropriate in readability level with their grade or not. Therefore, the title of this research is "The Analysis of Readability Level of Texts English on Sky 2 (Kurikulum 2013 Revisi) Published by Erlangga. This research is not going to test whether certain textbook is good or bad, but the most important thing from this research is the appropriateness of the textbook in the readability level texts.



## **B. Identification of the Problem**

Based on the results of the interviews with the English teachers in eighth grade of Junior High Schools, the researcher found that there were some difficulties that faced by the students in comprehending reading texts in the textbook used in the teaching and learning process in those schools. So that in this research, the researcher focused on analyzing the readability level using Flesch Reading Ease Formula of selected reading texts on “English on Sky 2 Kurikulum 2013 Revisi” for eighth grade of Junior High School published by Erlangga.

## **C. Limitation of the Problem**

Based on the identification of the problem the researcher focused on the subject matter in analyzing the readability level of the selected reading texts on English textbook used by the eighth grade students of SMP N 3 Pringsewu. The researcher took the underlying theory that used to analyze data from a theory statistical readability formula Flesch Reading Ease Formula.

## **D. Formulation of the Problem**

Based on limitation of the problem above, the researcher formulated the problem:

How is the readability level of reading texts in English on Sky 2 book for eighth grade of Junior High School published by Erlangga?

### **E. Objective of the Research**

The objective of this research was to know the readability level of the reading texts on English textbook “English on sky 2” for the eighth grade students of SMP N 3 Pringsewu. In this research, the researcher will analyze the readability on the reading texts.

### **F. Significances of the Research**

The result of the research is expected to give contributions to the teachers, the students, and the future researcher both theoretically and pearnctically.

#### **1. Theoretically**

This research is expected to give theoretical significance in terms of new findings on the integration of readability level in English textbooks. Other than that, it is expected that this research can serve as a framework, reference, and guidance for the future related research studies.

#### **2. Practically**

##### **a. For the English Teachers**

This research was expected to give information in choosing the appropriate English textbook that will be used for their students and the teachers could predict whether the text is difficult, plain, or easy.

b. For the students of Grade VIII of Junior High School

This research was expected to make the students read the text became easily, more interesting and understand because they can find the text based on their grade level.

c. For principals, supervisors, and head of education

For principals, supervisor, and head of education, they should make a consideration about the textbook being used in schools. They also should pay attention to the circulation of textbooks used in schools.

d. English textbook writers

This research study is hoped to be able to give some insight for the textbook writers to take into account the readability level in developing the textbooks.

e. Government

For the government, particularly the Ministry of National Education, this research can be used as a consideration to create such a policy in developing the textbook.

f. For the other researchers who will conduct the relevant study

This research can be used as a source of information for other researchers who are interested in conducting the relevant research.

## **G. Scope of the Research**

### **1. Subject of the Research**

Subject of the research was an English book on titled “English on Sky 2 for Junior High School Grade VIII” published by Erlangga Standard Competence Kurikulum 2013.

### **2. Object of Research**

Object of this research is to find out the readability of the reading texts in the English textbook used by the eighth grade students.

### **3. Place of the Research**

The research conducted at SMP N 3 Pringsewu.

### **4. Time of the Research**

In this research, the researcher analyzed the whole reading text material for one year teaching in the English textbook entitled “English on Sky 2” Kurikulum 2013 Revisi that conducted in the second semester of the eighth grade junior high school in academic year of 2019/2020

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Reading

#### 1. Definition of Reading

There are some definitions of reading. Reading was clearly an important skill because by reading the readers got a lot of information and learning something from the written material. Some linguist defines reading to many definitions. As stated by Andrew that reading is the practice of using text to create meaning. Consequently reading is doing something regularly related to the text to get the meaning.<sup>1</sup>It means reading is the process of getting meaning from the texts.

To be a successful reader, one might comprehend or understand the information in written materials. According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words means.<sup>2</sup>Moreover, Urquhart in Grabe states that reading is the process of receiving and interpreting information encoded in language from via the medium of print.<sup>3</sup>

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<sup>1</sup>Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook For Tutoring and Remediating Students*, (New York: The Rowman & Littlefield Publishing Group, 2008), p. 3

<sup>2</sup>Jeremy Harmer, *How to teach English* (London: Pearson Education Limited, 2007), p.70

<sup>3</sup>William Grabe, *Reading In a Second Language Moving From Theory to Practice* (New York: Cambridge University Press, 2009), p.14



Reading is an interactive process. Because reading combined cognitive, process working together as the same time. This pattern of parallel interaction is essential to fluent reading. Reading is an interaction between the readers to understand in certain ways. The reader also brought a wide range of background knowledge to reading, and she or he actively constructed the meaning of the text by comprehending what the writer intended and by interpreting it in term of the background knowledge activated by the reader.

From the definition above, the researcher concludes that the reading was the process of receiving and interpreting the meaning and information encoded in language from via printed medium.

## **2. Reading Comprehension**

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies.<sup>4</sup> The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the writer text.<sup>5</sup> It means that reading comprehension was the process building a meaning and

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<sup>4</sup>Catherine Snow Chair, *Reading For Understanding Toward an R&D Program In Reading Comprehension* (RAND, Santa Monica, 2002), p.11

<sup>5</sup>Elizabeth S. Pang, *Teaching Reading* (Brussels: International Academy of Education IAE, 2003), p.14

interpreting textual information that was the reader used their prior knowledge to reach clear the understanding of written form.

Moreover, according to Woolley, reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated words or sentences.<sup>6</sup> It means that the reading comprehension was the process in which the reader tried to understand the content of the text.

In addition, Gilakjani defines reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a tet meaning that is combined with the readers' previous knowledge.<sup>7</sup>

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they had to get the clear understanding of the writer's message. In this process, the reader used the prior knowledge about the topic, language structure, and text structure to understand the writer's message. In the process of understanding the message that stated or unstated in the text, the reader also needed to use

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<sup>6</sup>G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer Science Business Media, 2011), p.15

<sup>7</sup>Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill* (Tehran: Journal of Studies in Education, 2016), Vol. 6, No. 2

various strategies such as predicting, clarifying, and confirming. Those were all strategies used by the reader for the negotiation of meaning.

## **B. Text**

### **1. Definition of Text**

According to Siahaan and Shinoda, text is meaning linguistic unit in context. The meaning of text here referred to either linguistic content (the linguistic unit before and after a text) or non linguistic context (outside a text). A text is both a spoken text and a written text.<sup>8</sup>

A spoken text was any meaning spoken text. It could be a word, phrase, sentence or discourse. A spoken discourse can be monologue, dialogue or conversation. It can be a song, poetry, drama, lecture, etc. Moreover, a written text is any meaningful written text. It could be a notice direction, advertisement, paragraph, essay, article, book, etc. A text refers to any meaningful short or long spoken or written text.

According to Gerot and Wignell, a text is defined as the result of some words which are put together to communicate a meaning. Unconsciously, when someone speaks or writes to communicate a message, he is constructing a text. When someone reads or listens to a piece of text, he is interpreting its meaning.<sup>9</sup> Creating a text requires us to make choices about the words we use and how we put them together. Our choice of words will depend on our purpose and our surroundings context

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<sup>8</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>9</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1995), p. 206

Based on explanation above the researcher concludes that the text is a unit meaningful linguistic which coherent and appropriate in a context. It can be a word, phrase, a sentence, or a discourse. In addition, text was meaningful spoken or written words to communicate the meaning, and the term of text. In this study was belong to reading text (written words) the printed material on the textbook which is used in the process of teaching and learning.

## 2. Type of Text

There are various kinds of text. It is very important for either the teacher or students to know about these kinds of text because it can help them to understand about the purpose of texts. Text are divide into several type, they are narrative, recount, descriptive, report, procedure text, explanation text, discussion text, analytical exposition, news item, anecdote, reviews and spoof.<sup>10</sup>

### a. Narrative Text

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structures of narrative text are orientations, complication, resolution, and reorientation.

### b. Recount Text

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structures of recount text are orientation, event, and reorientation.

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<sup>10</sup>*Ibid.*, p.1

c. Descriptive Text

Descriptive text is a text to describe a particular person, place, or thing in detail, the generic structures of descriptive text are identification, description.

d. Procedure Text

Procedure text is a text to help readers to do or make something completely. The generic structures are goal/aim, materials/equipment, and step/method.

e. Report Text

Report text is a text presents information about something, as it is. The generic structures are general classification, description.

f. Explanation Text

Explanation is a fundamental language function for understanding the world and how it operates. Explanation tells how and why things occur in scientific and technical fields. Explanation is used across the curriculum. However, it tends to be predominant as written texts in science, technology and social science subjects. The social function of explanation text is to explain the processes involved in the formation workings of natural or sociocultural phenomena. The structures of explanation text are general statements to position the reader and sequenced explanation of why or how something occurs.



g. Discussion Text

Discussion is used to look at more than one side of an issue. Discussion allows us to explore various perspectives before coming to an informed decision. The social function of this text is to present (at least) two points of view about an issue. The structure of discussion text are, issue it contains statement and preview of the issue, arguments for and against, recommendations or conclusion.

h. Analytical Exposition Text

Exposition is used to argue a case for or against a particular position or point of view. The social function of this text is to persuade the reader or listener that something is the case. The structures of analytical exposition text are, thesis, it contains position and preview, argument. It contains point and elaboration, reiteration.

i. News Item

News item is the text that contains information or facts about events. The social function of this text is to inform readers, listeners or viewers about events of the day that are considered newsworthy or important. The structures of news item are newsworthy event, background of event, and sources.

j. Anecdote Text

Anecdote is used to share with others an account of an unusual or amusing incident. The structure of anecdote text are, abstract, orientation, crisis, reaction, and coda.

k. Reviews

Reviews are used to critique an art work, event for public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets. The structure of reviews are orientation, interpretive recount, evaluation, evaluative.

l. Spoof

Spoof is like recount, but the ending is usually funny. The social functions of spoof are orientation, event(s), and twist.

The text types include procedure, descriptive, recount, narrative, and report. Those are the text types that have to be learnt by the students of eighth grade based on standard competencies curriculum 13 (Kurikulum 2013). Those types of text are also written in the textbook.

**C. Textbook**

**1. Definition of Textbook**

Richards said that textbooks are perhaps the commonest form of teaching materials in language teaching.<sup>11</sup> In language program, textbook used in different ways. For example, a reading textbook might be the basis for a course on reading skills. It provided both asset of reading texts and exercises for skills practice. A writing textbook might provide model composition and a list of topics for students to practice their writing. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking

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<sup>11</sup>Jack C. Richards, *Curriculum Development in Language Teaching* (New York:Cambridge University Press, 2001), p.254.

textbook might provide passages for students to read and discuss; as a result they can practice their speaking. A listening textbook together with audio cassettes or CDs might serve as the primary listening input in a listening course.

Textbook was considered as the primary instructional resources in school. It played an important role in educational programs, it still use dominantly in teaching learning process. Moreover, the term of textbook, is not only as a course book but also as a set of teaching and learning guidelines. According to Pope in Karen Bargate's paper, a textbook is a book for teaching and learning and it's written primarily with students and teacher in mind.<sup>12</sup>

Additionally, Kolahi and Shirvani define that textbook was the core learning composed of text/images designed to bring about a specific set of educational outcome; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities.<sup>13</sup> As we found textbook that we usually saw or used, it was a printed book that consists of materials with instructions/illustrations that was designed based on the sequence of learning activities. Textbook was

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<sup>12</sup>Karen Bargate, *Criteria Considered by Accounting Faculty When Selecting and Prescribing Textbook- A South African Study*, International Journal of Humanities and Social Sciences Vol. 2 No.7, April 2012, p. 114

Available on <http://www.ijhssnet.com/journal/index/936>

<sup>13</sup>Sholeh Kolahi and Elaheh Shirvani, *A Comparative Study of the Readability of English Textbooks of Translation and Their Persian Translations*, International Journal of Linguistics, Vol. 4, No. 4, 2012, p. 346.

Available on <http://www.macrothink.org/journal/index.php/ijl/article/view/2737/pdf>

intended to be used as one of learning facilitations and to make a specific educational outcome.

From those definitions, the researcher concluded that textbook was a coherent body consisting of some materials in form of printed text and/or images that was used as an instructional material in the teaching and learning process.

## **2. The Concept of Textbook**

Many schools use the textbook as the main media in teaching and learning. Textbook was the printed material that student and teacher can bring easily. In some region in Indonesia, it was cheaper sources using a tablet or other resources. Sometimes, it was side by side with CD to support the content in the textbook.

Teacher as the role model in the class has to decide which textbook is appropriate for students. Because of selecting textbook involves matching the material in the textbook with the current curriculum in the school. There were not a best textbook but at least teacher can find the better textbook based on the aim of their teaching process.<sup>14</sup>

## **3. The Role of Textbook in English Language Teaching (ELT)**

According to Ravitch and Valverde et.al, In Okeeffe's paper, textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects.<sup>15</sup> Horsley and

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<sup>14</sup>Alan Cunningsworth, *Choosing your Textbook*, (Oxford: Macmillan Henimann, 1995), p. 73.

<sup>15</sup>Lisa Okeeffe, *A Framework of Textbook Analysis*, Int. Rev. Cont. Lear. Res. 2, No. 1, 1-13 (2013), p. 2

Laws claim that notion of teachers not using textbooks effectively cannot be correct if there are good textbooks in place. It means that textbook plays an important role.<sup>16</sup>

The role of textbook varies greatly from classroom to classroom and teacher to teacher. However, Gelfman, Podstrigich, and Losinskaya in Okeeffe's paper provide a basic outline for the intermediary role of the textbook:

- a. To teach and encourage students to construct new knowledge,
- b. To balance detail and precision for information,
- c. To provide logical and consistent mathematical system,
- d. To bring about new questions,
- e. To provide students with active, creative, many sided information.<sup>17</sup>

From the explanation above the researcher concluded that textbook became a crucial and main sources to the teachers in teaching English language, because textbook provided the material and content of the lessons to their students. The textbook also can guide the teacher because it provided the ideas on how to plan and teach lessons as well as formats that teachers can use.

#### **4. The advantages of Textbook**

Textbook had a lot of advantages that we can get from using it.

According to Graves, the advantages of using textbook are:

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<sup>16</sup>*Ibid.*, p. 2

<sup>17</sup>*Ibid.*



1. It provides a syllabus for the course because the authors of the syllabus have made decision about what will be learned and in what order
2. It provides security for the students because they have a kind of road map of the course: they know what to expect and they know what is expected from them.
3. It provides a set of visuals activities, readings, etc., and so saves the teacher time in finding or developing such materials.
4. It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
5. It may include supporting materials teacher's guide, cd, worksheets, and video.
6. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.<sup>18</sup>

From the explanations mentioned above, it can be said that textbook helped the teacher in giving materials needed by students because it provides a set of visuals, activities, and readings. It also provided test to measure the students understanding.

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<sup>18</sup>Kathleen Graves, *Designing Language Courses: A Guide For Teachers*, (Boston: Heinle & Heinle Publisher, 2000), p. 175

## 5. Disadvantages of Textbook

Besides the advantages mentioned above, textbook also had some disadvantages. Richards also mentions the negative effects or the disadvantages of textbook. They are:

- a. Textbook may contain inauthentic language
- b. Textbook may distort contain
- c. Textbook may not reflect students' needs
- d. Textbook can deskill teacher
- e. Textbook is expensive.<sup>19</sup>

In order to reduce the disadvantages of the textbook, the teachers had to be creative and understand about the text that used appropriate for students' level. Actually, the main role in the teaching and learning process in the class was not only a textbook but also the teacher. Therefore, teachers had to be innovative when they find that the textbook is not appropriate for their students.

## D. Curriculum 2013

### 1. Understanding of Curriculum 2013

Law number 20 Year 2003 regarding National Education System mentions that the curriculum is a set plans and arrangements concerning objectives, content, and learning materials as well as how it is used as implementation guidelines learning activities to achieve specific educational goals. Based on this understanding, there are two dimensions

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<sup>19</sup>Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), pp. 255 – 256.

of the curriculum. The first is the plan and the arrangements regarding the purpose the context, and lesson material, while the second is the way that used for learning activities.<sup>20</sup>

The 2013 curriculum is designed by the following characteristics:

- a. Developing a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- b. Schools are part of the community that provides a planned learning experience where learners apply what is learned in social to community utilize community as a learning resource;
- c. Developing attitudes, knowledge, and skills as well apply them in school and community situations;
- d. Allow sufficient time to develop attitudes, knowledge, and skill;
- e. Competence expressed in the form of care competencies of that class further detailed in the basic competencies of the lesson;
- f. Class core competence becomes the organizing elements of basic competence, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies;
- g. Basic competencies are developed based on accumulative principles, reinforced and enriched among education and educational level (horizontal and vertical organization).

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<sup>20</sup>*Peraturan Menteri Pendidikan Dan Kebudayaan No. 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, p. 1  
Available on <http://bsnpindonesia.org/2013/06/20/permendikbud-tentang-kurikulum-tahun-2013/>

The 2013 curriculum aims to prepare Indonesians in order to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and capable contribute to the life of society, nation, state, and world civilization.<sup>21</sup>

## **2. Structure of 2013 Curriculum**

### **a. Core Competencies**

The core competencies designed along with the increasing age of the students in a particular class. Through core competence, vertical integration various basic competencies in different classes can be maintained. The core competencies in the 2013 curriculum represent the level of ability to achieve the graduate competency standards that a learner must perform at each grade level.<sup>22</sup> The core competency formula uses the following notation:

1. Core competence-1 (KI-1) for the core competencies of spiritual attitudes;
2. Core competence (KI-2) for the core competencies of social attitudes;
3. Core competence (KI-3) for core knowledge competencies; and
4. Core competence (KI-4) for core competency skills.<sup>23</sup>

### **b. Learning Expenses**

The learning load was the whole activity that the learner should follow in one week, one semester, and one year of learning.

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<sup>21</sup>*Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 58 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah, p. 2*

<sup>22</sup>*Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016, Bab II Pasal 2, p. 3*

<sup>23</sup>*Loc. Cit., <http://bsnp-indonesia.org>, p. 3*

1. The burden of studying in Junior High school is expressed in hours of learning per week.
2. The one-week study load of Class VII, VIII, and IX is 38 learning hours. The duration of each learning hours is 40 minutes.
3. Study load in class VII, VIII and IX in a semester for at least 18 weeks and at most 20 weeks.
4. Loads of study in a lesson year of at least 36 weeks and at most 40 weeks. Each educational unit may add hours of study per week based on consideration of learners' learning needs and/or academic, social, cultural, and other important needs.<sup>24</sup>

#### **c. Basic Competencies**

Basic competencies formulated to achieve core competencies. The basic competency formulation is developed by taking into account the characteristics of learners, initial skills, and the characteristics of a lesson. Basic competencies divided into four groups according to the grouping of core competencies as follows:

1. Group 1: basic competence group of spiritual attitude in order to describe KI-1;
2. Group 2: basic competence group of social attitudes in order to describe KI-2;
3. Group 3: basic knowledge competence group in order to describe KI-3;

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<sup>24</sup>*Ibid.*, p. 14



4. Group 4: skill base skills group in order to describe KI-4.

## **D. Readability**

### **1. Definition of Readability**

Readability is a term use to determine the ease with which people read and understand a particular text.<sup>25</sup> Since readability could determine the achievement of the goal in teaching reading of a text differently. Actually, readability was not only determined by the length of the passage or the length of the words, but it is also determined by how interestingly and attractively the text is written. Woods, et.al., also define that the readability of text was investigated to measure the writing complexity and to estimate the reading or education level required for comprehension of the text.<sup>26</sup>

Furthermore, DuBay defines that Readability is what makes some texts easier to read and understand than others. It means that the term readability is a factor that made a text easy to be read and understood by particular readers.<sup>27</sup>

According to Klare in Anagnostou and Weir, readability is the ease of understanding or comprehension due to style writing. This the

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<sup>25</sup>Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts* (New York: The Guildford Press, 2008), p.4

<sup>26</sup>Barbara Woods, *et. al.*, A Critical Review of Readability and Comprehensibility tests, *The Journal of Tourism Studies*, Vol. 9, 1998, p. 51 Available on [https://www.researchgate.net/publication/221089846\\_Ebook\\_readability\\_comprehensibility\\_and\\_satisfaction](https://www.researchgate.net/publication/221089846_Ebook_readability_comprehensibility_and_satisfaction)

<sup>27</sup>William H. DuBay, *The Principles of Readability* (California: Costa Mesa Impact Information, 2004), p. 3

definition focuses on writing style, in contrast like format, features organization and content.<sup>28</sup>

From some concepts above, the readability was how much of the idea and the language presented in an extended reading. The readability also measure of how well and how easily a text conveyed the meaning to reader from a text.

## 2. Readability Factors

As a parameter of written language, many factors influenced the readability. According to Pikulski, the readability is complex and not a simple, precise measure is reflected in a statement from the Board of Directors of the International Reading Association.<sup>30</sup> Many factors enter into determining the readability of materials, including the syntactic complexity of sentences, density of concepts, abstractness of ideas, text organization, coherence and sequence of ideas, page format, length of type line, length of paragraphs, intricacy of punctuation, and the use of illustrations and color. In addition, research has shown that the students' interest in the subject-matter plays a significant role in determining the readability of materials.

From the explanation above, it can be known that the term of readability was not simple but complex, not only refer to a reading material but also included the reader interest. The same text might be very

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<sup>28</sup>Anagnostou. N.K and Weir. G.R.S. From Corpus-Based Collocation Frequencies to Readability Measure. In: ICT In the Analysis, Teaching and Learning of Languages. Reprints of the ICTATLL Workshop, 2006. P.3 Available on <https://pureportal.strath.ac.uk/en/publications/from-corpus-based-collocation-frequencies-to-readability-measure>

<sup>30</sup>John J. Pikulski, *Readability* (University of Delaware: Mifflin Company, 2002), p.2.

easy for one reader yet extraordinarily difficult to another. Because the prior knowledge will greatly influence how well a reader could understand text dealing with particular topic. Meanwhile experts elaborated the factors that influenced the readability.

According to Gray and Larry identified more than 200 variables that affect readability, and group these into four categories:

1. Content (judge most significant)
2. Style (slight less significant)
3. Format (third in significance)
4. Features of organization (least significant).<sup>31</sup>

Their research showed that the most important of these categories were content and writing style, followed by format and features of organization. A significant finding is that of the four categories, only style – and variables related to it could be measured statistically.<sup>32</sup> The expert consequently characterized 64 variables related to reading difficulty and used correlation coefficients to identify the best readability indicators. The factors with greatest impact were the following.

1. Average sentence length in words
2. Percentage of easy words
3. Number of words not known to 90% of sixth-grade students
4. Number of “easy” words
5. Number of different “hard” words

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<sup>31</sup>*Ibid*, p.4

<sup>32</sup>*Ibid*, p.5

6. Minimum syllabic sentence length
7. Number of explicit sentences
8. Number of first, second, and third-person pronouns
9. Maximum syllabic sentence length
10. Average sentence length in syllables
11. Percentage of monosyllables
12. Number of sentences per paragraph
13. Percentage of different words not known to 90% of sixth-grade students
14. Number of simple sentences
15. Percentage of different words
16. Percentage of polysyllables
17. Number of prepositional phrases.

### **3. Methods in Readability Assessment**

In assessing readability, some methods can be applied. Teachers who want to select appropriate text for the students in the process of teaching and learning reading could use any kind of method depended on their beliefs. The purpose of readability assessment was to help someone in knowing the readability level of text for certain reader.

### **4. Readability Formula**

One common approach to predict the readability was using readability formulas. Chall states on his book that readability formula is a

tool for predicting the difficulty of text.<sup>32</sup> Readability formulas measured certain textual characteristics that are quantifiable. Such as characteristics are usually described as “semantic” and if they concern the words used and “syntactic” if they have to do with the length or structure of sentences.

According to Haris and Hodges, readability formula are any of a number of objective methods of estimating or predicting the difficulty level of reading material by analyzing the sample from them with result usually expressed as a reading grade level.<sup>24</sup> Principally, readability formula was an instrument to estimate the difficulty level in understanding reading text. Amount of difficult words, amount of words in a sentence and the length of sentences got the readability score based on this formula in the reading text. The part of readability formulas are mentioned as bellow:

**a. Flesch Reading Ease formula**

The Flesch Reading Ease Formula is a simple approach to assess the grade-level of the reader. It's also one of the few accurate measures around that we can rely on without too much scrutiny. This formula is best used on school text. It has since become a standard readability formula used by many US Government Agencies, including the US Department of Defense. However, primarily, we used the formula to assess the difficulty of a reading passage written in English.

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<sup>32</sup>Liselott Langeborg, *Readability;An Analysis of English Textbook*, Academe for Utbildning Och Economy, 2010, p. 2.

Flesch creates Flesch reading Ease formula. A statistical readability formula analyzed the readability level through the numbers of syllables, words and sentences. Chall in Dubay's book stated that the most popular formula and the most tested and reliable.<sup>33</sup>

The Flesch Readability Formula has advantages. The first, they are very convenient, because Microsoft Word was so widely used, these readability formulas are available to many people. With digital scanners that can copy the text into a file, user can avoid typing text into a Microsoft Word file and a simply obtain thereadability estimate.<sup>34</sup>

Furthermore, Flesch formed the formula as follow:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

Score: Position on a scale of 0 – 100.

ASL: Average Sentence Length (the number of words divided by the numbers of sentences)

ASW: Average Number of Syllables per word (the number of syllables divided by the number of words) It calculated reading ease on a scale from 1 to 100, with the range of 0 – 29 being “very difficult”, 30 – 49 being “difficult”, 50 – 59 being “fairly difficult”, 60 – 69 being “standard”, 70 –

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<sup>33</sup>Haris and Hodges, *Tools for Matching Readers to Texts* (New York: The Guildford Press, 2008), p.15

<sup>34</sup>Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts* (New York: The Guildford Press, 2008), p.29



79 being “fairly easy”, 80 – 89 being “easy” and 90 – 100 being “very easy”. The description could be easier to be understood in the table 2.1:<sup>35</sup>

**Table 2**  
**Reading Ease Scale of the Flesch Formula**

Score	Difficult Level	Reading Grade
0 – 29	Very difficult	College graduate
30 – 49	Difficult	13th to 16th grade (college)
50 – 59	Fairly difficult	10th to 12th grade
60 – 69	Standard	8th to 9th grade
70 – 79	Fairly easy	7th grade
80 – 89	Easy	6th grade
90 – 100	Very easy	5th grade

#### **b. Flesch Kincaid Grade level Formula**

The Flesch Kincaid Grade level formula translated the 0-100 to a grade level, making it easier for teachers, parents, librarians, and other to judge readability level of various books and texts. It could also meant the number of years of education generally required to understand this text. The grade level was calculated with the following formula:

$$FKGL = (0.39 \times ASL) + (11.8 \times ASW) - 15.59$$

Where:

ASL: Average Sentence Length (the number of words divided by the numbers of sentences)

ASW: Average Number of Syllables per word (the number of syllables divided by the number of words).

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<sup>35</sup>*Ibid.*

The result was a number that corresponded with a grade level. For example, a score of 8.2 would indicate that the text is expected to be understandable by an average student in 8<sup>th</sup> grade (usually around the ages 12-14 in Indonesia).

### c. SMOG Formula

Harry McLaughlin developed the SMOG (Simple Measure of Gobbledygook) Readability Formula in 1969 through an article, *SMOGGrading – A New Readability Formula* in the *Journal of Reading*. It is a tool designed to estimate the readability level of the texts by taking the sample of word and sentence length.<sup>36</sup> The SMOG examines 10 consecutive sentences from the beginning, middle and end of the text.<sup>23</sup> Here were the steps in analyzing readability using SMOG formula:

1. Count 10 sentences in a row near the beginning, 10 in the middle and 10 in the end for a total of 30 sentences.
2. In the 30 selected sentences, count every word of three or more syllables in each group of sentences, even if the same word appears more than once.
3. Calculate the square root of the number arrived at in Step 3 and round it off to nearest 10.
4. Estimate the square root of the number of polysyllabic words counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100,

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<sup>36</sup>Naudia Falcouner, et al. An Analysis of the Readability of Educational Materials on the Consumer Webpage of a Health Professional Organization: Consideration for Practice, *The Internet Journal of Allied Health Sciences and Practice*, Vol. 9, 2011, p. 3

which yields a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than 121.

5. Add 3 to the approximate square root. This gives the SMOG grade.<sup>24</sup>

The conversion table of SMOG formula is stated in table 2.2:

**Table 3**  
**SMOG Conversion Table**

Word Count	Grade Level
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91-110	13
111-132	14
133-156	15
157-182	16
183-210	17
211-240	18

#### **d. Fry Readability Graph**

In 1968, Fry published a succinct graph and directions for use to estimate the readability of reading materials. Fry created the graph while teaching reading in Uganda.<sup>37</sup> Fry readability graph is developed by Burns, Roe and Ross in 2006. He claimed did not require the use of long vocabulary and mathematical computations. He explained that Fry's Graph has its own advantage. By using a chart, the teacher could write down his

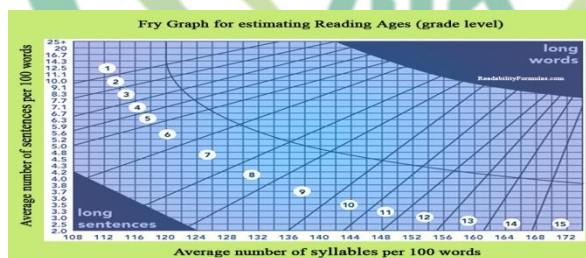
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<sup>37</sup>*Ibid*, Heidi Anne E, 2008, p.27

own criteria. The procedure involved counting the number of sentences and syllables in each hundred word samples and plotting on the graph the average number of syllables per hundred words.

The following were the directions for computing Fry's Formula:

1. Select three 100-word passages from near the beginning, middle and end of the book.
2. Count the total number of sentences in each 100-word passage, estimating to the nearest tenth of a sentence. Average these three numbers.
3. Count the total number of syllables in each 100-word sample and average them for the three samples.
4. Plot on graph the average number of sentences per 100 words. The example of fry graph is shown as below:



## b. Cloze Test

Taylor in 1953 of the university Illinois' published "Cloze Procedures: Tool for measuring readability. The readability level also could be estimated by cloze procedure test. Cloze procedure text was a readability test which used the students' ability in comprehending the text. Taylor argued that words were not the best measure of difficulty but how

they related to one another. He proposed using deletion tests called Cloze tests for measuring an individual's understanding of a text.<sup>38</sup> In addition, it was a test constructed by deleting words from a selection and requiring students to fill in the blanks. The deleted words could be at random or mechanical procedure (every "n" word) where "n" is usually a number 5 or above. A cloze test used a text with regularly deleted words (usually every fifth word) and required the subjects to fill in the blanks. The percentage of words correctly entered was the Cloze score. The lower score's, the more difficult text. Because even advanced readers could not correctly complete more than 65% of the deleted words correctly in a simple text, texts for assisted reading require a cloze score of 35% or more. Below the table of judgments of cloze procedure test score:

**Table 4**  
**Cloze Procedure Test Score**

<b>Score Judgement</b>	<b>Percentage of the correct answers</b>
Independent Level	Over 53%
Instructional Level	44%-53%
Frustration Level	Up to 44%

As a final point, the researcher will be concern to statistical readability formula that is Flesch Reading Ease Formula to analyze the reading texts that are available in the textbook English on sky 2 Kurikulum 2013 Revisi Published by Erlangga to find out the readability level.

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<sup>38</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p. 1.

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